

DOCUMENT RESUME

ED 464 898

SP 040 689

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 TITLE The Power of Culture: Teaching across Language Difference.
 ISBN ISBN-1-891792-03-2
 PUB DATE 2002-03-00
 NOTE 249p.
 AVAILABLE FROM Harvard Education Publishing Group, Harvard Graduate School of Education, 8 Story Street, 5th Floor, Cambridge, MA 02138 (\$24.95). Tel: 800-513-0763 (Toll Free); Fax: 617-496-3584; e-mail: hepg@harvard.edu; Web site: <http://www.gse.harvard.edu/~hepg>.
 PUB TYPE Books (010) -- Collected Works - General (020)
 EDRS PRICE Document Not Available from EDRS.
 DESCRIPTORS Academic Achievement; Bilingual Students; Cambodians; Diversity (Student); Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; Immigrants; *Language Minorities; Limited English Speaking; Literacy Education; Mainstreaming; *Minority Group Children; Preservice Teacher Education; School Community Relationship; Second Language Learning; Standardized Tests; Student Evaluation; Student Teacher Attitudes; *Teacher Competencies; Teacher Role; Urban Schools
 IDENTIFIERS California; Somalis

ABSTRACT

These papers address three issues of concern to educators of language minority students: preparation of quality teachers, the effects of standardized and high-stakes testing on language learners, and specific teaching strategies that view language minority students as capable and deserving of first-class educational opportunities. After an "Introduction" (Zeynep F. Beykont), there are 3 parts with 10 papers. Part 1, "Educational Reforms and Language Minority Students," includes "The High Stakes of High-Stakes Testing" (Miren Uriate); "Revealing Illusions of Educational Progress: Texas High-Stakes Tests and Minority Student Performance" (Walt Haney); and "A Quest for Quality: Providing Qualified Teachers for California's English Learners" (Julie Maxwell Jolly and Patricia Gandara). Part 2, "Successful Teaching across Language Difference," includes "'Remember I Said': Cambodian Students' Second Language Literacy Development in a Mainstream Classroom" (Nancy H. Hornberger); "Teaching Bilingual Students in Mainstream Classrooms" (Maria Estela Brisk, Mary Dawson, Millicent Hartgering, Elizabeth MacDonald, and Lucinda Zehr); "Agents of Literacy Change: Working with Somali Students in an Urban Middle School" (Audrey A. Friedman); and "Connecting Classroom and Community through the Arts and Oral Narrative" (Berta Rosa Berriz). Part 3, "Preparing Teachers To Teach across Language Difference," includes "Creating an Equal Playing Field: Teachers as Advocates, Border Crossers, and Cultural Brokers" (Lilia I. Bartolome); "What We Would Have Liked To Know: Preservice Teachers' Perspectives on Effective Teacher Preparation" (Audrey A. Friedman); and "'You Can't Step on Someone Else's Words': Preparing All Teachers To Teach Language Minority Students" (Meg Gebhard, Theresa Austin, Sonia Nieto, and Jerri Willett). (Papers contain references.) (SM)

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